

A Comparison of Changes in Academic and Tahfidz Performance Between Female Students in Regular and Elite Dormitories

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Abstract

This study aims to analyze the differences in changes in academic achievement and Quran memorization (tahfidz) between female students living in regular dormitories and elite dormitories. The study employed a comparative quantitative design, with the subjects being all eighth-grade female students at Madrasah Salafiyah Wustha (MSW) Al Ukhuwah Sukoharja during the 2025–2026 academic year. A total of 72 female students were analyzed, consisting of 28 from the regular dormitory and 44 from the elite dormitory. Data were obtained from academic and Quran memorization report cards for the first and second semesters. Changes in achievement were calculated as the difference between second-semester and first-semester scores ($\Delta = S_2 - S_1$). Normality tests were conducted using the Shapiro–Wilk test. Δ_{Academic} followed a normal distribution in both the regular ($p = 0.593$) and elite ($p = 0.988$) groups, whereas Δ_{Tahfidz} did not follow a normal distribution in either group ($p < 0.001$). Differences in Δ_{Academic} were analyzed using an independent-samples t-test following a test for homogeneity of variances with Levene's test, while Δ_{Tahfidz} was analyzed using the Mann–Whitney U test. The results showed no significant difference in Δ_{Academic} between the regular and elite groups, $t(70) = -0.211$; $p = 0.834$. Similarly, there was no significant difference in Δ_{Tahfidz} , $U = 602.500$; $Z = -0.158$; $p = 0.875$. These findings indicate that differences in the characteristics and intensity of the boarding school programs have not yet resulted in detectable differences in changes in academic or tahfidz achievement.

Keywords: Dormitory, Memorization Achievement, Δ_{Academic} , $\Delta_{\text{Memorization}}$, Change in Achievement, Academic Performance.

ARTICLE INFO

Article history:

Received

August 02, 2026

Revised

August 28, 2026

Accepted

September 13, 2026

Published by
Website

ISSN

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STAI Masjid Syuhada Yogyakarta

<https://journal.staimsyk.ac.id/index.php/Ihtimam/index>

2774-4302

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INTRODUCTION

Boarding education offers an environment distinct from non-boarding schooling, as the learning process extends beyond school hours to encompass the structured management of students' lives outside the classroom. This structured lifestyle allows schools or educational institutions to integrate academic activities, character building, religious practices, and the cultivation of study habits within a single setting. However, the mere presence of a boarding system does not automatically guarantee superior academic outcomes. Research indicates that the impact of boarding schools on student capabilities is complex, varying according to context, student characteristics, and program management models (Chang et al., 2023).

In the context of Islamic education, boarding facilities serve as a space for integrating formal schooling with religious education. Development programs within *pesantren* (Islamic boarding schools) may encompass academic instruction, religious practice, character formation, and various supporting activities. Character education models in Islamic boarding schools demonstrate that student development is fostered by integrating religious content with educational activities within the boarding environment (Dwi & Yuliantri, 2024). Furthermore, the practical implementation of activities in boarding schools requires structured management to ensure a balanced approach to educational goals (Silviyanti et al., 2024).

A key aspect of Islamic boarding education is the Tahfidz (Quranic memorization) program. Quranic memorization activities involve not only the volume of memorized material but also learning methods, review (*muraja'ah*), evaluation, motivation, and the quality of guidance provided. Research by Tarmuji et al. (2022) indicates a positive correlation between Quranic memorization achievement and academic performance. Similar findings were reported by Sholeha and Rabbanie (2020), who identified a positive link between Quranic memorization and academic grades. However, this relationship does not imply that simply increasing the intensity of the Tahfidz program will automatically lead to academic improvement across all student groups.

The effectiveness of the Tahfidz program is also influenced by the manner of its implementation. Engkizar et al. (2022) identified several methods for teaching Quranic memorization, highlighting that the quality of the learning process is a crucial factor in achieving memorization goals. Similarly, Surahman (2022) demonstrated that Tahfidz program management strategies involving various stakeholders can support the achievement of students' memorization targets. Wildan and Prastowo (2022) emphasized the importance of an evaluation system capable of assessing the quality of memorization rather than merely the quantity. Rahmah and Suwandi (2023) also showed that learning strategies and motivation are linked to performance in Tahfidz programs. Studies on Tahfidz institutions further indicate that learner engagement and mastery can improve when the learning process employs strategies that foster active student participation. Prastya et al. (2025) reported improvements in engagement and mastery through the use of peer tutoring methods in Tahfidz institutions, while Astuti and Aisyah (2024) emphasized that active learning promotes students' cognitive engagement and the development of their learning potential.

Tahfidz (Quranic memorization) achievement is also linked to the consistency of the learning process, rather than merely the frequency of activities. Research by Anam et al. (2025) indicates a positive correlation between study discipline and Quranic memorization achievement. Asmardi and Rudi Setiawan (2026) also identified consistency, *muraja'ah* (review/revision), the learning environment, mentoring patterns, and parental support as factors that can either facilitate or hinder the Quranic memorization process. Consequently, a difference in the number of Tahfidz sessions between dormitory groups does not necessarily result in a difference in achievement if other supporting factors remain relatively similar. Furthermore, studies on students in Tahfidz programs show that integrating Tahfidz activities with structured learning and teacher mentorship can create a learning environment that fosters student development. Amrulloh et al. (2025) demonstrated that a Tahfidz process integrated with language learning and supported by consistent guidance can provide an effective learning environment.

This study involves two types of dormitories: regular dormitories and "excellence" (specialized/advanced) dormitories. Excellence dormitories feature a more intensive Tahfidz program, with four scheduled sessions compared to three in regular dormitories. Additionally, excellence dormitories implement a more structured program for cultivating voluntary acts of worship (*sunnah*), including mandatory observance of voluntary prayers and fasting. Conceptually, these differences suggest that female students in excellence dormitories might experience greater changes in their academic and Tahfidz achievements.

However, educational achievement is not determined solely by the quantity or intensity of a program. Research on students in Islamic boarding schools indicates that student engagement and academic self-efficacy are linked to academic achievement (Putra et al., 2024). Social support is also associated with learning engagement and can be a crucial factor in coping with academic pressure (Galugu & Pajariato, 2025). Other research shows that social support can relate to academic achievement through cognitive engagement (Achdiyah et al., 2023). Beyond the boarding school context, the relationship between student well-being and academic achievement is not always straightforward and may vary depending on student characteristics and the educational setting (Bortes et al., 2021; Klapp et al., 2024).

Previous research on the relationship between boarding school education, Tahfidz (Quranic memorization) programs, and academic achievement has yielded inconsistent results. Yuniati et al. (2024) examined the boarding school program and Tahfidz achievement among students at Al Hadi Islamic Junior High School in Mojolaban, Sukoharjo, reporting a very weak correlation between the boarding school program and Tahfidz achievement. Conversely, Nurhayati et al. (2025) reported a positive relationship between the intensity of Quranic memorization and academic achievement. These divergent findings indicate that the interplay between the intensity of Tahfidz programs, the educational environment, and both academic and Tahfidz outcomes requires further study across different contexts and student profiles.

Consequently, a research gap remains regarding the comparison of changes in student achievement between two boarding models situated within the same educational environment but differing in program intensity and characteristics. Existing studies have largely focused on the relationship between Quranic memorization and academic achievement, the management of Tahfidz programs, the link between boarding school programs and Tahfidz outcomes, and factors influencing memorization success. Meanwhile, research specifically comparing changes in academic and Tahfidz achievement from the first to the second semester between regular and "elite" (advanced) boarding groups within a single educational setting remains limited. This situation highlights the need for research that not only compares final outcomes but also examines changes in achievement across semesters.

This study aims to analyze whether there are differences in *Delta_Academic* and *Delta_Tahfidz* between female students residing in regular dormitories and those in elite dormitories. The study's novelty lies in the simultaneous comparison of changes in academic and Tahfidz (Quran memorization) achievements between the two dormitory types within the same educational setting and class cohort, using the change in scores from the first to the second semester as the primary outcome. Through this approach, the study goes beyond merely comparing final grades to evaluate the direction and magnitude of changes in student achievement across semesters.

METHOD

Research Design and Location

This study employed a quantitative comparative design to compare changes in academic and tahfidz achievement between two dormitory groups, namely the regular dormitory and the excellence dormitory. The study was conducted among female eighth-grade students at Madrasah Salafiyah Wustha (MSW) Al Ukhuwah Sukoharjo during the 2025–2026 academic year. The analysis focused on changes in academic and tahfidz achievement from Semester 1 to Semester 2.

Subjects and Data Sources

The study subjects comprised all female eighth-grade students residing in either the regular or excellence dormitory at the research site. A total of 72 students were included, consisting of 28 students from the regular dormitory and 44 students from the excellence dormitory. Total sampling was employed for the target groups that met the data availability requirements. The inclusion criteria were eighth-grade female students who resided in one of the two dormitory types and had complete academic and tahfidz achievement data for both Semester 1 and Semester 2. Data were excluded from the analysis if they were incomplete for either measurement period.

Variables and Operational Definitions

Two change variables were analyzed: Delta_Academic and Delta_Tahfidz. Delta_Academic was defined as the difference between the academic score in Semester 2 and the academic score in Semester 1, whereas Delta_Tahfidz was defined as the difference between the tahfidz score/achievement in Semester 2 and that in Semester 1. The academic score represented the mean academic achievement across all subjects recorded in each student's semester report card. The tahfidz score represented the tahfidz achievement recorded in the tahfidz report card for the corresponding semester.

The formula used to calculate the change was:

$$\text{Delta} = \text{Semester 2 score} - \text{Semester 1 score}$$

A positive delta indicated an improvement, a delta of zero indicated no change, and a negative delta indicated a decline in achievement.

Group Classification

The grouping variable was dormitory type, consisting of the regular dormitory (n = 28) and the excellence dormitory (n = 44). Based on the characteristics of the programs implemented in the research context, the excellence dormitory provided a higher intensity of tahfidz activities than the regular dormitory and implemented more structured routines of voluntary (sunnah) worship.

Data Analysis

Data analysis was conducted using IBM SPSS Statistics. The distributions of Delta_Academic and Delta_Tahfidz in each group were examined using the Shapiro–Wilk test. The test was conducted separately for the regular and excellence groups because the

selection of comparative statistical procedures considered the distribution of each variable within each group.

For Delta_Academic, the Shapiro–Wilk test yielded significance values of 0.593 for the regular group and 0.988 for the excellence group, indicating that the data in both groups met the normality assumption at the 0.05 significance level. In contrast, Delta_Tahfidz yielded $p < 0.001$ in both groups, indicating that the normality assumption was not satisfied.

Because Delta_Academic was normally distributed in both groups, the comparison was performed using an independent-samples t-test. Homogeneity of variance was assessed using Levene's test. Levene's test yielded $F = 3.085$ with $p = 0.083$, indicating that the variances between the two groups did not differ significantly. Therefore, the *equal variances assumed* row was used for interpreting the t-test results.

For Delta_Tahfidz, which did not meet the normality assumption, the Mann–Whitney U test was employed as a nonparametric test to compare the two independent groups.

The significance level was set at $\alpha = 0.05$. Results were considered statistically significant when $p < 0.05$. Conversely, when $p \geq 0.05$, there was insufficient statistical evidence to conclude that a difference existed between the regular and excellence groups. Descriptive statistics for Delta_Academic were presented as mean $\pm$ standard deviation, whereas Delta_Tahfidz was presented as the median and interquartile range (IQR).

Research Ethics

This study used secondary data in the form of students' academic report cards and tahfidz report cards. The data were analyzed using codes and did not include students' names or other personally identifiable information. The use of the data was conducted after obtaining permission from the educational institution where the study was carried out. The data were used solely for research purposes and were kept confidential.

RESULT AND DISCUSSION

Descriptive Characteristics

Table 1 presents descriptive statistics for Delta_Academic and Delta_Tahfidz across the regular and elite dormitory groups. Delta_Academic is presented as the mean and standard deviation (SD) because it met the assumption of normality based on the Shapiro–Wilk test. Meanwhile, Delta_Tahfidz is presented as the median and interquartile range (IQR) because it did not meet the assumption of normality.

Table 1. Descriptive statistics for Delta_Academic and Delta_Tahfidz based on dormitory type.

Variable	Regular (n = 28)	Excellence (n = 44)
Delta_Academic, Mean $\pm$ SD	3.989 $\pm$ 2.066	4.080 $\pm$ 1.559
Delta_Tahfidz, Median (IQR)	0.00 (2.75)	0.00 (3.00)

Note. Delta_Academic represents the difference between academic scores in the second and first semesters, while Delta_Tahfidz represents the difference between Tahfidz scores in the second and first semesters. Delta_Academic is presented as mean $\pm$ SD, whereas Delta_Tahfidz is presented as median (IQR).

Descriptively, the mean Delta_Academic score in the elite boarding group was slightly higher than in the regular group (4.080 ± 1.559 vs. 3.989 ± 2.066). Regarding Delta_Tahfidz, the median for both groups was 0.00, with an IQR of 2.75 for the regular group and 3.00 for the elite group.

Normality Test

Table 2. Normality Test Results

Variable	Group	Shapiro–Wilk	p	Distribution
Delta_Academic	Regular	0.970	0.593	Normal
Delta_Academic	Excellence	0.992	0.988	Normal
Delta_Tahfidz	Regular	0.640	<0.001	Non-normal
Delta_Tahfidz	Excellence	0.737	<0.001	Non-normal

Note. Normality testing was performed using the Shapiro–Wilk test. Data were considered normally distributed if the p-value was > 0.05 .

Normality test results indicate that Delta_Academic is normally distributed in both the regular group ($p = 0.593$) and the advanced group ($p = 0.988$). Conversely, Delta_Tahfidz is not normally distributed in either the regular or advanced groups (both $p < 0.001$). Based on these results, the analysis of differences in Delta_Academic was conducted using an independent-samples t-test, whereas Delta_Tahfidz was analyzed using the Mann–Whitney U test.

Test for Differences Between Groups

The normality test results indicate that Delta_Academic meets the normality assumption in both groups, whereas Delta_Tahfidz does not. Therefore, the two variables were analyzed using different statistical tests.

Table 3. Results of the difference test for Academic Delta and Tahfidz Delta.

Variable	Statistical Test	Test Statistic	df	p	Decision
Delta_Academic	Independent-samples <i>t</i> -test	$t = -0.211$	70	0.834	Not significant
Delta_Tahfidz	Mann–Whitney <i>U</i>	$U = 602.500; Z = -0.158$	—	0.875	Not significant

Note. Delta_Akademik was analyzed using an independent-samples *t*-test, assuming equal variances based on Levene's test ($F = 3.085; p = 0.083$). Delta_Tahfidz was analyzed using the Mann–Whitney *U* test because it did not meet the assumption of normality based on the Shapiro–Wilk test. The significance level was set at $\alpha = 0.05$.

The analysis results indicate no significant difference in *Delta_Academic* between the regular and advanced dormitory groups. Based on an independent-samples t-test, the results yielded $t = -0.211$, $df = 70$, and $p = 0.834$ ($p > 0.05$). Consequently, the hypothesis positing a difference in *Delta_Academic* between the two groups is not supported.

Regarding *Delta_Tahfidz*, the Mann–Whitney *U* test also revealed no significant difference between the regular and advanced dormitory groups, with $U = 602.500$, $Z = -0.158$, and $p = 0.875$ ($p > 0.05$). Thus, there is insufficient statistical evidence to claim a difference in *Delta_Tahfidz* between the two groups.

Overall, both results indicate that the hypothesis regarding a difference in achievement changes between the regular and advanced dormitories is not supported by the research data.

DISCUSSION

There is no difference in Academic Delta.

The research results indicate that the change in academic achievement between the regular and advanced groups did not differ significantly. The mean Academic Delta for the regular group was 3.989, while that of the advanced group was 4.080. Although the advanced group showed a slightly higher mean descriptively, the difference was negligible and statistically insignificant, $t(70) = -0.211$, $p = 0.834$.

These findings can also be understood in light of Putra et al. (2024), who found that academic self-efficacy and student engagement are linked to the academic performance of Islamic boarding school students. Nurmalia and Purba (2024) also demonstrated that while educational background can be associated with memorization outcomes and academic achievement, student performance remains influenced by other factors. Thus, the characteristics or labeling of a boarding program should not be treated as the sole explanation for changes in academic achievement.

This finding is significant because the existence of an advanced program does not necessarily imply greater changes in academic achievement. Research by Chang et al. (2023) indicates that the impact of boarding education on student development is multidimensional; while boarding influenced specific cognitive aspects, it did not yield significant effects across all cognitive or non-cognitive abilities. These findings align with the present study, suggesting that the characteristics of the educational environment alone are insufficient to guarantee differences in achievement across all indicators.

These results are also consistent with the study by Putra et al. (2024), which showed that the academic achievement of Islamic boarding school students is linked to academic self-efficacy and student engagement. This implies that academic success likely results from the interaction of various factors, rather than being solely the consequence of program labels or the intensity of the boarding program.

Furthermore, social support and student engagement can be crucial factors within a boarding school environment. Galugu and Pajariantio (2025) found that social support plays a positive role in students' learning engagement and helps them remain engaged when facing academic pressure. Thus, one possible explanation is that higher program intensity does not necessarily lead to greater gains in achievement if other factors—such as motivation, engagement, quality of instruction, teacher support, and the ability to manage academic workload—play a more dominant role.

These findings are also consistent with research on well-being and academic achievement. Bortes et al. (2021) demonstrated that the relationship between well-being and academic achievement among adolescents is not straightforward and can vary depending on student characteristics. Klapp et al. (2024) also indicated that the relationship between various dimensions of student well-being and academic achievement must be viewed within a broader educational context. Therefore, differences in boarding programs should be evaluated not only based on the intensity of activities but also on how students experience and respond to the program.

There is no difference in Delta_Tahfidz.

Regarding *Delta_Tahfidz*, both groups exhibited a median change of 0.00. The Mann-Whitney U test results yielded $U = 602.500$ and $p = 0.875$, indicating no significant difference between the regular and advanced groups.

These results are noteworthy because the advanced dormitory features a higher intensity of Tahfidz (Quran memorization) activities. Theoretically, increasing the frequency of activities might be expected to yield greater gains in memorization achievement. However, the study results demonstrate that merely increasing program intensity is insufficient to produce a statistically detectable difference in the magnitude of change.

Previous research indicates that the quality of the learning process is a crucial factor in Tahfidz programs. Engkizar et al. (2022) identified various methods for Quran memorization learning, while Susanto et al. (2021) highlighted the importance of learning systems and methods in Tahfidz implementation. Rahmah and Suwandi (2023) found that learning strategies and student motivation are linked to Tahfidz achievement. Findings by Anam et al. (2025) also underscore the importance of study discipline in achieving memorization goals. Asmardi and Rudi Setiawan (2026) added that consistency, **muraja'ah** (review/revision), the learning environment, mentoring patterns, and parental support are vital factors in the Quran memorization process.

Therefore, differences in the frequency of Tahfidz activities between the two types of dormitories do not necessarily result in differing changes in achievement if the quality of implementation, study consistency, mentoring, and the individual characteristics of the female students remain relatively similar. These findings align with research at Ihtimam, which identifies learning activities and the quality of the learning environment as key components of a successful educational process in Tahfidz institutions. Prastya et al. (2025) demonstrated increased activity and mastery through peer tutoring, while Amrulloh et al. (2025) emphasized the importance of integrating Tahfidz activities with structured learning and guidance.

Rahmah and Suwandi (2023) found that learning strategies and student motivation influence Tahfidz achievement. Thus, the results of this study can be interpreted to mean that differences in the frequency of Tahfidz (Quran memorization) activities between two types of dormitories do not necessarily result in differing achievement outcomes, provided that the quality of strategies, motivation, guidance, and student engagement remains relatively similar.

These results should also be viewed alongside the findings of Yuniati et al. (2024), which indicate a very weak relationship between boarding school programs and Tahfidz achievement. Conversely, Nurhayati et al. (2025) reported a positive relationship between the intensity of Quran memorization and academic achievement. These differing results do not necessarily imply a contradiction, as the research designs, variables, and research questions differ. This study specifically examines changes in achievement from the first to the second semester and compares them across two dormitory types within the same educational setting.

These findings must also be distinguished from research identifying a link between Quran memorization and academic achievement. Tarmuji et al. (2022) found a positive relationship between memorization performance and academic achievement, while Sholeha and Rabbanie (2020) also reported a positive association between Quran memorization and academic grades. While those studies primarily addressed the relationship between the level of memorization and academic achievement, the present study examines differences in achievement changes between two dormitory types. Given the differing research questions, the non-significant results of this study do not conflict with the positive associations found in previous research.

Why hasn't the flagship program shown any difference yet?

Several possible explanations warrant consideration. First, both groups remained within the same educational environment and likely accessed relatively similar academic curricula and learning resources. The differences between the boarding programs may not have been substantial enough to produce divergent changes in scores during the observation period.

Second, academic and Tahfidz (Quranic memorization) achievements are influenced by numerous factors. Research on student engagement indicates that psychological factors and learning engagement are linked to academic performance (Putra et al, 2024). Parental support can also correlate with academic achievement through student engagement with academic goals (Yau et al, 2022). Consequently, differences in boarding programs cannot be viewed in isolation from students' individual characteristics and environmental support.

Third, regarding the Tahfidz program, the quality of evaluation also merits attention. Wildan and Prastowo (2022) demonstrate that Tahfidz evaluation encompasses aspects such as *muhafazah* (retention), *adab* (etiquette), and recitation quality; thus, measuring memorization achievement should not focus solely on the quantity of memorized material. Surahman (2022) also highlights the importance of multi-stakeholder involvement in managing Tahfidz programs.

Fourth, non-significant results do not imply that the flagship program lacks value. The findings merely indicate that, based on the analyzed indicators of score changes and the available observation period, there is insufficient statistical evidence to conclude that the changes observed in the flagship group differed from those in the regular group.

The research results indicate that the change in academic achievement between female students in regular and advanced dormitories did not differ significantly ($t(70) = -0.211$; $p = 0.834$). Similarly, the change in Tahfidz (Quran memorization) achievement showed no significant difference between the two groups ($U = 602.500$; $Z = -0.158$; $p = 0.875$). These findings imply that differences in program intensity and characteristics between regular and advanced dormitories have not been proven to result in differing changes in academic or Tahfidz achievement over a single semester. Therefore, dormitory program management should not focus solely on increasing the number of activities or intensifying schedules.

This implication supports a pedagogical perspective that prioritizes the quality of the learning process and student engagement as crucial factors in learning outcomes. Putra et al. (2024) demonstrated that student engagement and academic self-efficacy are linked to academic performance in Islamic boarding schools. Consistent with these findings, the current study shows that advanced programs featuring more intensive activities do not necessarily yield greater improvements in academic achievement if the increased activity is not accompanied by enhanced student engagement and learning quality. Consequently, dormitory administrators should direct program evaluations not only toward the quantity of activities conducted but also toward levels of participation, engagement, learning needs, and student responses to the program.

Regarding the Tahfidz aspect, the results also support the study by Prastya et al. (2025), which showed that instructional strategies such as peer tutoring can enhance learning activity and mastery in Tahfidz institutions. These findings reinforce the interpretation that program success is determined not merely by the frequency of sessions but also by the methods employed and the active engagement of the students. Therefore,

administrators of both advanced and regular dormitories might consider developing strategies such as peer tutoring, *muraja'ah* (review) groups, mentoring based on memorization proficiency, and individual progress evaluations.

The results of this study also align with the views of Astuti and Aisyah (2024) regarding the importance of active learning. In the context of dormitory management, simply adding more scheduled activities does not necessarily equate to improved outcomes if the female students act merely as passive participants. Therefore, dormitory programs should be designed to foster active student engagement for instance, through discussions, peer tutoring, individual memorization targets, reflection on achievements, and regular feedback systems.

Furthermore, these results align with the findings of Amrulloh et al. (2025), which highlight the importance of structured learning supported by mentorship within Tahfidz-based educational environments. The absence of significant differences between regular and advanced dormitory programs in this study suggests that increasing the frequency of activities is insufficient to yield distinct changes in performance outcomes. Consequently, program administrators might shift their focus from the quantity of activities to the quality of implementation prioritizing factors such as the consistency of *muraja'ah* (review sessions), mentor competence, progress monitoring systems, the alignment of targets with students' capabilities, and the quality of mentorship.

However, the results of this study differ from research indicating a positive correlation between the intensity of Quran memorization and academic achievement. This discrepancy suggests that increasing the intensity of activities does not necessarily yield the same impact across all educational contexts. In this study, the programmatic differences between the "elite" (specialized) and regular dormitories did not result in significant differences regarding changes in academic or memorization (*tahfidz*) outcomes. Therefore, dormitory administrators should exercise caution in assuming that increasing the volume of activities will automatically enhance learning outcomes. Program evaluations should be grounded in evidence of the students' progress and achievements, rather than merely the number of activities conducted.

In practical terms, these findings guide dormitory management toward adopting an outcome-based evaluation approach. Elite dormitories should not be evaluated solely on the number of supplementary programs they offer, nor should regular dormitories be positioned merely as groups with inferior programming. Both types of dormitories can be developed using more substantive indicators—such as progress in academic and memorization achievements, consistency in review (*muraja'ah*), student engagement levels, attendance, the quality of guidance, and individual needs. By adopting this approach, the distinction between regular and elite dormitories can shift from a mere difference in activity volume to a focus on program effectiveness in fostering student progress.

The study's findings indicate that dormitory program management needs to shift its focus from the quantity of activities toward the quality and effectiveness of program implementation; higher program intensity has not been proven to automatically result in significant differences in academic or memorization outcomes for the students.

CONCLUSION

This study compares changes in academic and *Tahfidz* (Quran memorization) achievement between female students in regular and "elite" (specialized/advanced) dormitory programs, involving a total of 72 students (28 regular and 44 elite).

The results indicate that the change in academic achievement (Delta_Akademik) did not differ significantly between the two groups. The regular group showed a mean change of 3.989, while the elite group showed 4.080. An independent-samples t-test yielded $t(70) = -0.211$; $p = 0.834$, indicating insufficient statistical evidence to claim a difference in academic achievement changes between the two dormitory types.

Regarding the change in *Tahfidz* achievement (Delta_Tahfidz), the median change for both groups was 0.00, with an interquartile range (IQR) of 2.75 for the regular group and 3.00 for the elite group. The Mann–Whitney U test results were $U = 602.500$; $Z = -0.158$; $p = 0.875$, indicating insufficient statistical evidence to claim a difference in *Tahfidz* achievement changes between the two groups.

Thus, differences in the characteristics and intensity of the dormitory programs did not result in significant differences in changes to academic or *Tahfidz* achievement during the observation period. These findings do not imply that the elite program lacks value; rather, they demonstrate that program excellence cannot be assessed solely based on activity intensity or program labeling.

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